

Approved  
Virginia Department of Education  
Office of Program Administration and Accountability and Office of School Improvement  
P.O. Box 2120, Richmond, Virginia 23218-2120

**1003(g)**

**Application for School Improvement Funds**

***[Complete this application if any of the school's three-year allocation is from 1003(g).]***

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

**Due June 14, 2010**

**COVER PAGE**

**DIVISION INFORMATION**

School Division Name: \_\_Newport News Public Schools\_\_\_\_\_  
Mailing Address: \_\_12465 Warwick Blvd. Newport News, VA 23606\_\_\_\_\_  
Division Contact: \_\_Ruth Murray\_\_\_\_\_  
Telephone (include extension if applicable): 757-283-7788, ext. 12187 Fax: \_\_\_\_757-881-5414\_\_\_\_\_  
E-mail: \_\_ruth.murray@nn.k12.va.us

**SCHOOL INFORMATION**

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: \_\_\_\_\_Palmer Elementary\_\_\_\_\_  
Mailing Address: \_\_\_\_100 Palmer Lane\_\_Newport News, VA 23602\_\_\_\_\_  
School Contact: \_\_\_\_Izzie Brown\_\_\_\_\_  
Telephone (include extension if applicable): \_757-881-5000\_\_\_\_\_ Fax: \_\_ (757) 249-4261

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**Assurances\*:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB) and the

*American Recovery and Reinvestment Act of 2009 (ARRA)*, if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

**\*SPECIAL DIVISION ASSURANCE, IF ANY,**  
**DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

**Certification:** I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: \_\_\*\_\_\_\_\_  
Superintendent's Name: \_\_Dr. Ashby Kilgore\_\_\_\_\_  
Date: \_\_June 14, 2010\_\_\_\_\_

**The division will submit one application packet.**

**\*Signature page scanned in separate document.**

## SECTION A: SCHOOLS TO BE SERVED

Divisions are aware of the “tier” identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the “Intervention” request by placing under the heading Turnaround, Restart, or Transformation the name of the “vendor” your division will employ.

### 2a. Tier III School Information

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #
L.F. Palmer Elementary	510264001060

### 2b. Tier III School Information

If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
NA		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

## SECTION B: REQUIRED ELEMENTS

### Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.

**Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.**

	Required Information	Palmer																																																												
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics:by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;	<table> <tr> <th>Reading</th><th>2007-2008</th><th>2008-2009</th></tr> <tr> <td><b>All students</b></td><td>80%</td><td>88%</td></tr> <tr> <td>Economically Disadvantaged</td><td>74%</td><td>86%</td></tr> <tr> <td>Students with Disabilities</td><td>76%</td><td>94%</td></tr> <tr> <td>Limited English Proficient</td><td>76%</td><td>82%</td></tr> <tr> <td>Black</td><td>73%</td><td>87%</td></tr> <tr> <td>White</td><td>93%</td><td>92%</td></tr> <tr> <td>Hispanic</td><td>82%</td><td>89%</td></tr> </table> <table> <tr> <th>Reading</th><th>2007-2008</th><th>2008-2009</th></tr> <tr> <td><b>Grade 3</b></td><td>77%</td><td>88%</td></tr> <tr> <td>Economically Disadvantaged</td><td>66%</td><td>87%</td></tr> <tr> <td>Students with Disabilities</td><td>90%</td><td>100%</td></tr> <tr> <td>Limited English Proficient</td><td>&lt;</td><td>&lt;</td></tr> <tr> <td>Black</td><td>71%</td><td>88%</td></tr> <tr> <td>White</td><td>90%</td><td>89%</td></tr> <tr> <td>Hispanic</td><td>73%</td><td>82%</td></tr> </table> <table> <tr> <th>Reading</th><th>2007-2008</th><th>2008-2009</th></tr> <tr> <td><b>Grade 4</b></td><td>85%</td><td>84%</td></tr> <tr> <td>Economically Disadvantaged</td><td>81%</td><td>81%</td></tr> <tr> <td>Students with Disabilities</td><td>72%</td><td>&lt;</td></tr> </table>	Reading	2007-2008	2008-2009	<b>All students</b>	80%	88%	Economically Disadvantaged	74%	86%	Students with Disabilities	76%	94%	Limited English Proficient	76%	82%	Black	73%	87%	White	93%	92%	Hispanic	82%	89%	Reading	2007-2008	2008-2009	<b>Grade 3</b>	77%	88%	Economically Disadvantaged	66%	87%	Students with Disabilities	90%	100%	Limited English Proficient	<	<	Black	71%	88%	White	90%	89%	Hispanic	73%	82%	Reading	2007-2008	2008-2009	<b>Grade 4</b>	85%	84%	Economically Disadvantaged	81%	81%	Students with Disabilities	72%	<
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		Limited English Proficient	<	<
		Black	81%	78%
		White	96%	94%
		Hispanic	<	92%
		<b>Reading</b>	<b>2007-2008</b>	<b>2008-2009</b>
		<b>Grade 5</b>	80%	94%
		Economically Disadvantaged	75%	91%
		Students with Disabilities	70%	93%
		Limited English Proficient	<	<
		Black	68%	95%
		White	92%	95%
		Hispanic	92%	<
		<b>Math</b>	<b>2007-2008</b>	<b>2008-2009</b>
		<b>All students</b>	80%	85%
		Economically Disadvantaged	74%	82%
		Students with Disabilities	69%	100%
		Limited English Proficient	88%	75%
		Black	73%	80%
		White	88%	95%
		Hispanic	89%	88%
		<b>Math</b>	<b>2007-2008</b>	<b>2008-2009</b>
		<b>Grade 3</b>	77%	87%
		Economically Disadvantaged	64%	85%
		Students with Disabilities	67%	85%
		Limited English Proficient	<	<
		Black	67%	83%

		White	90%	95%
		Hispanic	88%	90%
		<b>Math</b>	<b>2007-2008</b>	<b>2008-2009</b>
		<b>Grade 4</b>	87%	79%
		Economically Disadvantaged	85%	72%
		Students with Disabilities	83%	<
		Limited English Proficient	<	<
		Black	84%	73%
		White	91%	94%
		Hispanic	<	80%
		<b>Math</b>	<b>2007-2008</b>	<b>2008-2009</b>
		<b>Grade 5</b>	77%	90%
		Economically Disadvantaged	71%	88%
		Students with Disabilities	50%	100%
		Limited English Proficient	<	<
		Black	70%	85%
		White	85%	95%
		Hispanic	86%	<
b.	Analyzed student achievement data with identified areas that need improvement;	According to our 2008-2009 SOL data, areas that continue to need improvement in order to meet the 2010-2011 AYP pass rates of 89% in Reading and 87% pass rate in Math fall within our black and economically disadvantaged subgroup population.		
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Palmer has 39 highly qualified teachers. This is 100% of our staff. . Of those 39 teachers, 7 have less than three years teaching experience.		
d.	Number of years each instructional staff member has been employed at the school; Note: The first number reflects the number of years at Palmer, the second number is the	<b>K</b> Randall-10 years/10 years Hixon-26 years/26 years Register-1 years/10 years		

	number of years teaching.	<p>Green-1year/ 1 year</p> <p><b><u>Grade 1</u></b>  Ronsonet- 4 years/ 5 years  Janowski- 2 years/ 2 years  Wilcox- 4 years/ 20 years</p> <p><b><u>Grade 2</u></b>  Kuhr- 2 years/2 years  Wilkinson- 2 years/2 years  Hefner- 25 years/27 years  McSwain- 4 years/18 years  Abdul-Musawir (Spec. Ed)- 3 years/11years</p> <p><b><u>Grade 3</u></b>  Bailey- 1 year/15 years  Crowell- 1 year/1 year  Ball- 3 years/10 years  Day- 2 years/6 years  Madden- 1 year/20 years  Williams (Spec. Ed)- 3 years/9 years  Dorr-1 year/4years</p> <p><b><u>Grade 4</u></b>  Wacek- 1 year/1 year  Brown- 1 year  Diamond- 8 years/37 years  Eckel- 1 year/1 year  Jordan- 14 years/14 years  Alfred-(Spec. Ed) 17 years/24 years</p> <p><b><u>Grade 5</u></b>  James- 3 years/10 years  Causey- 4 years/11 years  Arnold-4 years/ 8 years</p>
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		<p>Davis-3 years/30 years Jones-(Spec. Ed) 20 years/26 years</p> <p><b><u>Interventionists</u></b> Chapman- 2 years/11 years Kuhnle-1/20 years Price 5 years/38 years Coon 9 years/17 years Huemer 2 years/ 23 years Thomas 5 years/</p> <p><b><u>Resource</u></b> Brendle/Music- 21years/28 years Pinkard/Art- 12 years/ 12 years Jones/Librarian-3years/ 13 years Marshall/PE- 4 years/10 years</p>															
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;	NA															
f.	Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;	<p>Attendance Rate=96%</p> <p>Total Number of students= 554</p> <p>Gender= 277 Male 277 Female</p> <p>Economically Disadvantage= 378 (62%)</p> <p>Race=</p> <table border="1"> <tr> <td>Total Minority= 406</td><td>Male</td><td>Female</td></tr> <tr> <td>Black</td><td>140</td><td>132</td></tr> <tr> <td>Hispanic</td><td>65</td><td>54</td></tr> <tr> <td>Native American</td><td>0</td><td>1</td></tr> <tr> <td>Asian</td><td>5</td><td>9</td></tr> </table>	Total Minority= 406	Male	Female	Black	140	132	Hispanic	65	54	Native American	0	1	Asian	5	9
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g.	Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;	Palmer was built in 1972. There are 28 regular classrooms. The library media center is composed of approximately 6 computers, 3 televisions, ample amount of student books of various reading levels, and a professional literature center. We have 2 circulation computers. Student circulation is 13,228 books. The cafeteria has 2 serving sides and approximately 12 tables that accommodate 20 students per table. The occupancy is 196 students. Palmer has a gymnasium that doubles as an auditorium. It contains 4 basketball hoops, a rock wall, a climbing rope, and 2 chin-up bars. We have 2 sets of outdoor playground equipment. One designed for our K-2 students and the other for our 3-5 students. We have a black top area that includes 2 basketball hoops, hopscotch and four square games.																		
h.	Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);	All students are required to attend 180 school days. Each school day (Mon, Tues., Thurs. and Fri.) is 6.5 hours. On Wednesday, students attend 4 hours to accommodate collaborative planning for teachers. That is a total of 1800 minutes a week. During the 36 weeks of the school year, students attend school for approximately 64,800 minutes.																		
i.	Total number of days teachers worked divided by the maximum number of teacher working days;	There are 192 teacher days with 4 teacher work days. They receive 1 teacher workday per nine weeks.																		

j.	Information about the types of technology that are available to students and instructional staff;	The types of technology that are available to teachers and students include 2 laptop carts with 25 on each cart, 3-4 computers in each classroom, 6 Smartboards, 3 sets of Senteo Clickers, 3 document cameras, 1 ELMO, 4 Flip camera LCD cameras, a television in each classroom ,5 digital cameras, and 3 camcorders. It is projected that each classroom will be equipped with a Smartboard, mounted LCD projector, and speakers by October 2010.																																																																			
k.	Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement;	<div>Annual Goals for Palmer Elementary</div> <table><tr><th>Reading</th><th>2008-2009</th><th>Projected 2009-2010</th><th>Projected 2010-2011</th></tr><tr><td>All students</td><td>88%</td><td>91%</td><td>94%</td></tr><tr><td>Economically Disadvantaged</td><td>86%</td><td>91%</td><td>94%</td></tr><tr><td>Students with Disabilities</td><td>94%</td><td>100%</td><td>100%</td></tr><tr><td>Limited English Proficient</td><td>82%</td><td>91%</td><td>94%</td></tr><tr><td>Black</td><td>87%</td><td>91%</td><td>94%</td></tr><tr><td>White</td><td>92%</td><td>95%</td><td>98%</td></tr><tr><td>Hispanic</td><td>89%</td><td>91%</td><td>94%</td></tr></table> <div></div> <table><tr><th>Math</th><th>2008-2009</th><th>Projected 2009-2010</th><th>Projected 2010-2011</th></tr><tr><td>All students</td><td>85%</td><td>91%</td><td>94%</td></tr><tr><td>Economically Disadvantaged</td><td>82%</td><td>91%</td><td>94%</td></tr><tr><td>Students with Disabilities</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>Limited English Proficient</td><td>75%</td><td>91%</td><td>94%</td></tr><tr><td>Black</td><td>80%</td><td>91%</td><td>94%</td></tr><tr><td>White</td><td>95%</td><td>96%</td><td>100%</td></tr><tr><td>Hispanic</td><td>88%</td><td>91%</td><td>94%</td></tr></table>				Reading	2008-2009	Projected 2009-2010	Projected 2010-2011	All students	88%	91%	94%	Economically Disadvantaged	86%	91%	94%	Students with Disabilities	94%	100%	100%	Limited English Proficient	82%	91%	94%	Black	87%	91%	94%	White	92%	95%	98%	Hispanic	89%	91%	94%	Math	2008-2009	Projected 2009-2010	Projected 2010-2011	All students	85%	91%	94%	Economically Disadvantaged	82%	91%	94%	Students with Disabilities	100%	100%	100%	Limited English Proficient	75%	91%	94%	Black	80%	91%	94%	White	95%	96%	100%	Hispanic	88%	91%	94%
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		<p>Strategies that will be implemented include the following:</p> <ul style="list-style-type: none"> <li>• Al Bertani of the Peters Group, will serve as a mentor to the Administrators; monitor the coordinated objectives of professional development, instruction, and the school improvement plan across all disciplines. This position will serve as the outside agency under year 3 sanctions.</li> <li>• Extended Day for teachers requires them to attend one additional professional development..</li> <li>• Interventionist will collaborate with classroom teachers and assist with meeting academic need of all students. Interventionist will routinely assist classroom teachers in developing intervention plans for students based on cycled formal assessments and daily quick checks. Interventionists will provide “double-dose” of instruction for selected students using best practice methods until objectives are mastered.</li> <li>• During Spring 2011, staff members will participate in a class titled “Comprehension Strategies through Children’s Literature.” The class is being offered through UVA and will be instructed by Beth Estell. This course focuses on ways in which teachers can use children's literature in the classroom setting. It includes a study of the various genres of literature, selecting quality literature for students at various reading levels within the classroom, and using children's literature in all areas of learning. Emphasis will be placed on the use of literature to successfully teach the Virginia Standards of Learning. This will increase teacher effectiveness by continuing to differentiate instruction in reading groups. The goal is to increase the number of students reading on or above grade level. Instructional proficiency of this strategy will increase and sustain student achievement.</li> <li>• Mentor Coach will serve duties as outlined in grant.</li> <li>• Active participation on the CII website will serve as a monitoring system to ensure school-wide indicators are being properly implemented.</li> <li>• Title I, Part A SES and PSC as required and 10% Set Aside for professional development.</li> </ul>
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1.	Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.	Palmer has achieved significant goals in the area of reading. The ultimate goal is to achieve AYP status each school year. This will occur through the implementation of the strategies outlined in section above.
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## **Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools**

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA's commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.	Title I Interventionists has been assigned to Palmer and will be supervised by the Title I designee. Classroom observations, walkthroughs, and student achievement data, and pedagogy will be monitored quarterly.
The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input	The Parental Involvement Specialists, ParentLink, Parent Workshops, Language Line, report cards, progress reports and parent conferences will serve to inform the community of the progress of the design and implementation of interventions. Consistent communication among parent, student and teachers.
The LEA has adequate resources to research and design the selected intervention as intended.	The support team for Palmer will include LEA, Division-wide Coach, Executive Director for Elementary Education, Executive Director for Special Education and Instructional Coaches for Curriculum and Instruction.
The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.	The support team will meet quarterly to monitor and review the interventions implementation and resulting data.

The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.	NA
LEA has demonstrated adequate capacity to implement the selected intervention models.	Yes, coach has been hired; use of Indistar tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities is being done and will be sustained. Attendance at Webinars, Video Conferencing and other trainings provided by VDOE will continue.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:
  - a. What steps have been taken to secure the support of the local school board for the reform model selected?
  - b. What steps have been taken to secure the support of the parents for the reform model selected?
  - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff?
  - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?
  - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

**Response: (To divisions with only Tier III schools, this response is NA)**

NA Mark NA, if applicable

### **Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools**

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc; John Hopkins University; and Pearson Education. School divisions may select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider

from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publically posted on the VDOE Web site. This link <https://vendor.eprocgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
  - Analyzing the LEA's operational needs;
  - Researching and prioritizing the external providers available to serve the school;
  - Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
  - Engaging parents and community members to assist in the selection process; and
  - Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list. <input type="checkbox"/> NA Mark NA here if the selected model does not require a LTP.
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- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
  - A proven track record of success in working with a particular population or type of school;
  - Alignment between external provider services and needs of the LEA;
  - Capacity to and documented success in improving student achievement; and
  - Capacity to serve the identified school or schools with the selected intervention model.

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list. <input type="checkbox"/> NA Mark NA here if the selected model does not require a LTP.
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**Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively- Applicable to Tier I, II, and III Schools**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting

minutes, and/or other appropriate division communication.

Response:

The LEA met May 26, 2010 to review division and school policies to ensure alignment with the selected interventions. No changes to policies or procedures needed for State Transformation model. Agenda and minutes attached in Appendix Section page 34 of application.

#### **Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools**

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering the following.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response: The division plan for sustainability of Palmer Elementary will include the development of a school improvement plan, a consistent monitoring plan of instruction, documentation of instructional practices, and the development of an on-going school based program of professional development that is based on the analyses of data and is aligned with the schools' goals for improving and sustaining student achievement. Funds from Title I Part A will be accessed as available to sustain coach as needed; use of Indistar tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities is being done and will be sustained. Attendance at Webinars, Video Conferencing and other trainings provided by VDOE will continue.

#### **SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only**

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.**

**Responsibilities of a coach may include, but are not limited to the following:**

Assisting the School Improvement Team in:

- Using appropriate data to:
  - drive decision-making in developing, selecting, and evaluating instructional programs and practices
  - select appropriate strategies to individualize classroom instruction
  - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

**In the box below, please respond to the following questions:**

Describe the process that was used or will be used to select each school's Tier III coach. (Use as much space as needed.)  
 Palmer's Tier III coach has served as the school's Data Coach for over 2 years and has worked collaboratively with Melanie Yules, external DOE coach. The prospective coach has attended several webinars and worked extensively on the CII website and is very familiar with the schoolwide indicators.

Check the expertise of the coach or prospective coach. Check all that apply.

School 1: _____ L.F. Palmer _____  <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 5: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 6: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant



## **SECTION D: BUDGET - Applicable to Tier I, II, and III Schools**

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(g) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

### **Division Budget Summary**

Division Name: \_\_\_\_\_Newport News Public Schools\_\_\_\_\_

### **Virginia Department of Education Grant Expenditure Requirements**

#### **Note 1**

Divisions must ensure that schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget.

Cost: \$1,650 per school

#### **Note 2**

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station as the progress monitoring tool in the area of reading.

Cost: \$4.00 per student per school.

# Division Budget Summary

Division Name: Newport News Public Schools

Complete using all applicable funding sources. The division budget represents all applicant schools.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	<b>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools.</b> <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
Expenditure Codes	ARRA (1003g)	ESE A (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESE A (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel			125,696	180,000	125,696			125,696			377,088
2000 - Employee Benefits			33,489	48,600	33,489			33,489			100,467
3000 - Purchased Services			18,000	2,196,519	18,000			18,000			54,000
4000 - Internal Services											
5000 - Other Charges			1,982	26,909	1,982			1,981			5,945
6000 - Materials and Supplies											
8000 - Equipment/Capital Outlay											
<b>Total</b>			\$179,167	2,452,028	179,167			179,166			<b>(Must Equal Division Allocation)</b> 537,500

\* If applicable.

# School Budget Summary

School Name:   L. F. Palmer  

## Virginia Department of Education Grant Expenditure Requirements

☐ Yes ☒ No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

☐ If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

☐ Yes ☒ No: Is this school a Tier I or Tier II school? See attachment A-g.

☐ If yes, check here to indicate that the school has included the purchase of I Station in its budget.

## School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	<div>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]</div>										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESE A (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel			125,696	180,000	125,696			125,696			377,088
2000 - Employee Benefits			33,489	48,600	33,489			33,489			100,467

3000 - Purchased Services			18,000	2,196,519	18,000			18,000			54,000
4000 - Internal Services											
5000 - Other Charges			1,982	26,909	1,982			1,981		26,909	5,945
6000 - Materials and Supplies											
8000 - Equipment/Capital Outlay											
Total			179,167	2,452,028	179,167			179,166			(Must Equal School Allocation) 537,500

**Complete a budget form for each school – one for each school.**

**Part 2. Budget Narrative:** Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as as other funding sources will be used to implement the selected reform model(s) for the division and each school.

**DIVISION NAME:** \_\_\_\_\_Newport News Public Schools\_\_\_\_\_

1. Personal Services (1000)

Mentor Coach will serve duties as outlined in grant.

Interventionist (Title I, Part A & 1003a,g) will collaborate with classroom teachers and assist with meeting academic need of all students. Interventionist will routinely assist classroom teachers in developing intervention plans for students based on cycled formal assessments and daily quick checks. Interventionists will provide “double-dose” of instruction for selected students using best practice methods until objectives are mastered.

Extended Day for teachers requires them to attend one additional professional development

Other Funds: Title I, Part A Allocation. Years 2 and 3 Title I, Part A funding will be determined based on AYP status

and allocation amount.

2. Employee Benefits (2000)

As mandated by Federal Government

3. Purchased Services (3000)

Al Bertani of the Peters Group, will serve as a mentor to the Administrators; monitor the coordinated objectives of professional development, instruction, and the school improvement plan across all disciplines. This position will serve as the outside agency under year 3 sanctions.

During Spring 2011, staff members will participate in a class titled "Comprehension Strategies through Children's Literature." The class is being offered through UVA and will be instructed by Beth Estell. This course focuses on ways in which teachers can use children's literature in the classroom setting. It includes a study of the various genres of literature, selecting quality literature for students at various reading levels within the classroom, and using children's literature in all areas of learning. Emphasis will be placed on the use of literature to successfully teach the Virginia Standards of Learning. This will increase teacher effectiveness by continuing to differentiate instruction in reading groups. The goal is to increase the number of students reading on or above grade level. Instructional proficiency of this strategy will increase and sustain student achievement.

Other Funds: Title I, Part A Supplemental Educational Services and Public School Choices will be provided as required Set-Aside. Years 2 and 3 funding will be determined based on AYP status and allocation amount.

4. Internal Services (4000)

0

5. Other Charges (5000)

Expenditures to support travel and training for grant compliance, including Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training). Title I, part A funds for 10% of allocation for Professional Development. Other Funds: Title I, Part A Allocation. Years 2 and 3 Title I, Part A funding will be determined based on AYP status

and allocation amount.
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6. Materials and Supplies (6000)

0
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7. Equipment/Capital Outlay (8000)

0
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**(Individual School Narratives**

**SCHOOL NAME: \_\_L. F. Palmer Elementary\_\_**

1. Personal Services (1000)

Mentor Coach will serve duties as outlined in grant.

Interventionist (Title, I, Part A & 1003a, g) will collaborate with classroom teachers and assist with meeting academic need of all students. Interventionist will routinely assist classroom teachers in developing intervention plans for students based on cycled formal assessments and daily quick checks. Interventionists will provide “double-dose” of instruction for selected students using best practice methods until objectives are mastered.

Extended Day for teachers requires them to attend one additional professional development

Other Funds: Title I, Part A Allocation. Years 2 and 3 Title I, Part A funding will be determined based on AYP status and allocation amount.

2. Employee Benefits (2000)

As mandated by Federal Government

3. Purchased Services (3000)

Al Bertani of the Peters Group will serve as a mentor to the Administrators; monitor the coordinated objectives of professional development, instruction, and the school improvement plan across all disciplines. This position will serve as the outside agency under year 3 sanctions.

During Spring 2011, staff members will participate in a class titled “Comprehension Strategies through Children’s Literature.” The class is being offered through UVA and will be instructed by Beth Estell. This course focuses on ways in which teachers can use children's literature in the classroom setting. It includes a study of the various genres of literature, selecting quality literature for students at various reading levels within the classroom, and using children's literature in all areas of learning. Emphasis will be placed on the use of literature to successfully teach the Virginia Standards of Learning. This will increase teacher effectiveness by continuing to differentiate instruction in reading groups. The goal is to increase the number of students reading on or above grade level.

Instructional proficiency of this strategy will increase and sustain student achievement.

Other Funds: Title I, Part A Supplemental Educational Services and Public School Choices will be provided as required Set-Aside. Years 2 and 3 funding will be determined based on AYP status and allocation amount.

4. Internal Services (4000)

--

5. Other Charges (5000)

Expenditures to support travel and training for grant compliance, including Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training). Title I, part A funds for 10% of allocation for Professional Development. Other Funds: Title I, Part A Allocation. Years 2 and 3 Title I, Part A funding will be determined based on AYP status and allocation amount.

6. Materials and Supplies (6000)

--

7. Equipment/Capital Outlay (8000)

--

**Complete a budget narrative for each applicant school.**



These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

### **Expenditure Code Definitions**

**1000 Personal Services** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 Employee Benefits** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 Purchased Services** - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 Internal Services** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 Other Charges** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

**6000 Materials and Supplies** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**8000 Equipment/Capital Outlay** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

## Section E: Assurances

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under the final requirements of this SIG grant.

## Section F: Waivers **(FOR SCHOOLS ALLOCATED 1003g FUNDS)**

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

**X** A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C.§1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Palmer Elementary School
2. (School Name)
3. (School Name)
4. (School Name)

☐ A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

☐ A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

**Strand I****(Mentor Coaching Training and Special Education Training)**

The **New\* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.

**For divisions marked with an asterisk (\*): Division contact registers for Strand II.**

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City	Mallory ES	Tier III – 1003g
Henrico County	Highland Springs ES	Year I of Title I School Improvement
Henrico County	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement
Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City	L.F. Palmer ES	Tier III – 1003g
Roanoke City	Hurt Park ES	Tier III – 1003g
Roanoke City	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City	Mount Zion ES	Year I of Title I School Improvement
Warren County	Wilson Morrison ES	Year I of Title I School Improvement

**Strand II****(Division Leadership Support Training)**

The **Title I Director** or **Director of Instruction of Returning\* Divisions** must register for this strand of the summer institute.

(*Returning means divisions that did attend last summer's institute.)		
Albemarle County	Henrico County	Richmond City
Alexandria City	King George County	Roanoke City
Amherst County	King and Queen County	Rockbridge County
Arlington County	Lancaster County	Shenandoah County
Bedford County	Louisa County	Stafford County
Craig County	Lunenburg County	Suffolk City
Culpeper County	Newport News City	Warren County
Essex County	Norfolk City	Westmoreland County
Fairfax County	Northampton County	Williamsburg-James City Co.
Fauquier County	Orange County	
Fluvanna County	Petersburg City	
Franklin City	Pittsylvania County	
Fredericksburg City	Portsmouth City	
Hampton City	Pulaski County	

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. The requirements for the state transformation model are listed below.

An LEA will develop and increase teacher and school leader effectiveness by:

- Using data on student growth through formative assessment as a significant factor in evaluating teachers;
- Provide staff ongoing, high-quality, job-embedded professional development through a coaching model (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Establishing schedules and strategies that provide increased collaborative time including extended year and extended school day programs.

An LEA will use comprehensive instructional reform strategies by:

- Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Using data on student growth through formative assessment as a significant factor in monitoring student achievement and growth;
- Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program;
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate; and
- Using transition programs to support students moving vertically through the curriculum and from elementary to secondary programs.

An LEA will increase learning time and creating community-oriented schools by:

- Establishing schedules and strategies that provide increased learning time including extended year and extended school day programs;
- Provide ongoing mechanisms for family and community engagement;
- Extending or restructuring the school day so as to add time for such strategies; and
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

An LEA will provide operational flexibility and sustained support by:

- Ensuring that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated state assigned coach, and

- Requiring alternative governance to support the school improvement planning team with oversight by the LEA and outside partners such as a university or state assigned coach.

#### Quick Reference Summary of Major Requirements

	<b>Must contract with a Lead Turnaround Partner</b>	<b>Must replace principal</b>	<b>May “start over” in School Improvement Timeline</b>	<b>Must hire a coach</b>
Closure				
Restart	X		X	
Transformation		X		
Turnaround	X	X	X	
State Transformation				X

Divisions that select a Lead Turnaround Partner (LTP) must develop a Memorandum of Understanding between the LTP and the division that specifies the services that will be delivered to the identified schools by the LTP.

## SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
<b>Requirements for Tier III Schools and Divisions</b>		
<b><u>School Level</u></b>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst]  <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<b><u>(Division Level)</u></b> <b><u>Divisions with Tier III Schools</u></b> <b><u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u></b>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No



Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No

# College, Career & Citizen Ready

## **Division Team Meeting (VDOE)**

May 26, 2010

Administration Building  
Central Conference Room  
8:30 a.m.

## **AGENDA**

- Welcome/Purpose
  
- School Summaries-VDOE 1003g Grant
  - Sedgefield
  - Palmer
  
- 2010-2011 Plans & Next Steps

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### **Minutes – Division Team Meeting May 26, 2010**

**Attendees:** Stephanie Hautz, Director Curriculum and Instruction; Sherry Wolfson, Principal; Izzie Brown, Principal; Ruth Murray, Director Federal Programs; Chris McLaughlin, Title I Supervisor; Terri McCaughan, Supervisor English K-5; Rodgerline Vann, Executive Director Elementary; Nina Chapman, Interventionist; Gale Lee, Title I Supervisor ; Lisa Coon, School Improvement Coach; and Glenda Walter, Special Education Supervisor

**Summary:** The division team reviewed the existing policies and procedures and concluded that no revisions or action was needed. Sustainability of school improvement efforts was discussed. The team will reconvene at the beginning of the new school year to follow through with division plans.